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ABSTRACT

This booklet, part of a series on "hot topics" in education, advances the premises that student differences exist and that these differences can influence the way students learn. It is also assumed that there are measures schools and teachers can take that will improve the likelihood that students succeed in school. Among the issues that must be considered for implementation of a learning-for-all program are preparation, the school profile, goals, family involvement, outside support, school leadership, professional development, curriculum development, school climate, service coordination, and monitoring progress. Some guidelines are offered for instruction to maximize learning for all students with adaptations to ensure individual learning. Some pitfalls in implementing the learning-for-all mission are acknowledged, and descriptions are provided for eight school district programs in the northwestern United States, many of which are urban, that exemplify strong efforts to serve all students. (Contains 29 references.) (SLD)

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ALL STUDENTS LEARNING: MAKING IT HAPPEN IN YOUR SCHOOL

FEBRUARY 1998

JENNIFER FAGER

NORTHWEST REGIONAL EDUCATIONAL LABORATORY'S INFORMATION SERVICES

UD033-001

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FOREWORD

This booklet is the sixth in a series of "hot topic" reports produced by the Northwest Regional Educational Laboratory. These reports briefly address current educational concerns and issues as indicated by requests for information that come to the Laboratory from the Northwest region and beyond. Each booklet contains a discussion of research and literature pertinent to the issue, a sampling of how Northwest schools are addressing the issue, suggestions for adapting these ideas to schools, selected references, and contact information.

One objective of the series is to foster a sense of community and connection among educators. Another is to increase awareness of current education-related themes and concerns. Each booklet gives practitioners a glimpse of how fellow educators are addressing issues, overcoming obstacles, and attaining success in certain areas. The goal of the series is to give educators current, reliable, and useful information on topics that are important to them.

Other titles in the series include:

- *Service Learning in the Northwest Region*
- *Tutoring: Strategies for Successful Learning*
- *Scheduling Alternatives: Options for Student Success*
- *Grade Configuration: Who Goes Where?*
- *Alternative Schools: Approaches for Students at Risk*

INTRODUCTION

Mr. Jones, a second-year teacher of fourth-graders, sits in his classroom in August and sighs as he glances at his student information sheet for the coming year. In a class of 27, he learns he will have one autistic child, one with attention deficit/hyperactivity disorder (ADHD), three language-minority students, one gifted child, one emotionally troubled student, one hearing-impaired child, and four others identified as learning disabled. Roughly one-third of his students will come from impoverished homes, and several from single-parent homes. More than one-fourth of his students will be minority students.

Part of what attracted him to the teaching profession was the challenge it promised. He had always been aware of the responsibilities, but had not shied away from them. Throughout college and his first year of teaching, he had been regarded as a very good and skillful teacher—a natural. However, this year he is overwhelmed at the thought of taking on this group of diverse learners; so many children with such different backgrounds and unique needs. He wonders how he can possibly offer every one of them a successful learning experience.

Though the above scenario is hypothetical, it is a reality for many teachers across the country. Schools are increasingly faced with classrooms full of students who have more differences than similarities, and teachers are being asked to respond to this diversity in productive ways. The challenge of educating such diverse groups of students will only become greater in the next century (Larke, 1992). It is the foundation of American education to serve all students, yet doing so can be a daunting task for even the most

skilled teacher. Knowing what actions to take and options to investigate can become overwhelming in the face of the many demands put on educators on a daily basis.

Discussions of "learning for all" can take many directions. It is the intent of this booklet to explore the concept and what it means for education today. This booklet will not focus upon any one issue related to student differences, such as inclusion, multiculturalism, talented and gifted learners, or learning styles. Rather, the focus is broad, building on the premises that (1) student differences exist and these differences can influence the way they learn, and (2) there are certain measures schools and teachers can take to improve the likelihood that all students will succeed in school. The aim is not to offer foolproof solutions, but to investigate ideas that will help educators examine their own practices and offer strategies for implementation. Examples of eight schools that have targeted a learning-for-all mission are also included.

In Context

Serving all students has not always been a priority in American schooling; however, it is routinely emphasized as the way to attain many of today's education goals. Schools weren't originally designed or even expected to meet the needs of all children (Lezotte, 1994). The mission of schools has remained dynamic during the last 150 years. Over time, schools have been seen as agents for transmission of appropriate morals and values, repositories for troublesome street youth, and instruments used to guide students into the appropriate career molds based upon their social classes. Our feelings about schools and how they should serve students have been in a constant state of evolution (Nasaw, 1979). Even up to the middle part of this century, class, race, national origin, and gender were considered determinants of a child's education eligibility.

Slowly, with legislation that focused attention upon compulsory schooling and child labor, attitudes toward schools and the role they play in the lives of all children began to broaden. In recent years, legislation such as the Civil Rights Act of 1964, the Elementary and Secondary Education Act of 1965 (reauthorized in 1994 as the Improving America's Schools Act), Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act which was reauthorized in June of 1997, and the Goals 2000: Educate America Act of 1994, all speak to the nation's growing commitment to educate all of its diverse learners. Other efforts, such as the national Blue Ribbon Schools recognition program and emphasis on high standards for all students, provide further evidence of this commitment.

Today, most Americans acknowledge the need for a high-quality education for every child. The recognition of this need is only a small step toward carrying out a learning-for-all mission however.

Though the public is generally in strong support of high standards and a quality education for all students, there is little consensus as to how schools should help students to high levels of achievement (McDonnell, McLaughlin, & Morison, 1997).

How do we as a society successfully educate all students whose backgrounds and abilities vary so widely? Children differ by gender, culture, ethnicity, physical ability, mental ability, learning style, socioeconomic status, domestic arrangement, native language, and mobility. All children need to be continually challenged. How can teachers tailor instruction to suit many learning styles? How can they create a climate of respect and tolerance when such concepts may not be reinforced at home? In short, how can teachers successfully serve all students? Without simple answers, we turn our thoughts toward an exploration of ideas, suggestions, and options.

Why Make Learning for all A Priority?

To say that there are benefits and advantages associated with strong efforts to serve all students seems to be a statement of the obvious, yet it is important to remember why the concept is so pertinent for today's schools. The following list attempts to detail some of the general advantages commonly associated with a learning-for-all mission.

Emphasis on serving all students will:

- Teach students that all people are equally valued members of the school and society (Stainback, Stainback, & Stefanich, 1996)
- Create an atmosphere of trust and respect as students learn that differences enrich learning and that all have valuable contributions to make
- Empower students who have previously had unsuccessful school experiences or experienced school failure (Sleeter & Grant, 1986)
- Broaden students' views of others, helping them to be more accepting
- Help students to work in varied settings with many types of people
- Ensure that all students have the opportunity to become contributing members of society
- Empower educators to expand their skills and techniques beyond that which is routine or comfortable
- Encourage parents and the community to become partners with the school in establishing and reinforcing the mission

Walking the Talk: Implementation Considerations

If asked, most educators would agree that serving all students is the basis of everything they do. But to truly make it a priority takes an active commitment and ongoing effort from the entire school community. It cannot be just the principal's vision, or the vision of a select group of teachers—it must be agreed upon and reinforced by everyone at the school. Though there is no quick route to success for effectively serving all students, the following list suggests topics for implementation considerations relevant to any school environment.

Preparation. Careful planning and preparation will make transitions go more smoothly and efficiently.

- Realize that a learning-for-all mission will require change, and that change is often difficult for communities; it will require intense and persistent work (Lezotte, 1994; Huber & Pewewardy, 1990)
- Review current research and recommended strategies for serving all students; visit schools with programs you wish to emulate (Council of Chief State School Officers [CCSSO], 1989; Golomb & Hammeken, 1996)
- Review school/district policies along with legislation related to equity; make decisions accordingly (North Central Regional Educational Laboratory [NCREL], 1997)
- Involve all area education stakeholders in the planning and implementation of the improvement effort, including the district office, the school board, teachers, support staff, families, community and business leaders, and students—make it their vision too (Markavitch, 1994)
- Establish policies and procedures that focus on serving all students

School Profile. The development of a school profile can provide educators with a picture of how well the school serves all students. Profiles give schools direction and guidance as to what steps need to be taken to improve services to learners. Though much can be said about the technical aspects of creating a profile, some basic things to keep in mind when putting one together are:

- Understand the profile is a process as well as a product
- Involve all stakeholders in planning the profile
- Set aside an adequate amount of time to complete and analyze the profile; do not rush the process
- Enlist school leadership to organize and oversee the profiling process

Steps to consider in conducting a school profile are (Kansas State Board of Education, 1992; Anderson & Gabriel, 1987):

1. Determine why the profile is needed and what the school hopes to accomplish as a result
2. Build a database that accurately reflects the school
3. Obtain data on all students (if the school desires to look specifically at certain student populations, the data can be disaggregated at a later point)
4. Examine different types of data, including behavioral (i.e., attendance rates, disciplinary records, and citizenship awards), performance (i.e., standardized test scores, grade point averages, and retentions), and school climate information (i.e., student/teacher attitudes and perceptions, participation in extra-curricular activities, and student conduct records)
5. Organize the data into a format that is informative and easy to understand
6. Analyze the data; this may be done by comparing or contrasting school data with state or national data, or data from previous profiles
7. Report the results of the profile

8. Evaluate the findings
9. Develop goals accordingly

Goals. Setting school goals is an effective way of guiding the efforts of staff toward the shared vision. Goals should:

- Be developed and agreed upon by all staff—not imposed on teachers by school or district administration
- Apply to all students, be simple and realistic (Hilliard, 1991)
- Be both long and short range (Anderson & Gabriel, 1987)
- Be highly visible throughout the school community (Cotton, 1995)
- Seek to remove recognized internal and external barriers to learning (Hilliard, 1991)
- Work to reduce the sense of alienation and estrangement from teachers, classmates, and school that so many children on the margins feel (Wang, Reynolds, & Walberg, 1995)

Family Involvement. Open relations among the school, parents, and others in the community are essential in any learning-for-all mission. Enlisting family support is key to the success or failure of the effort to:

- Involve families in the planning of school goals and outcomes (Markavitch, 1994)
- Encourage communication—talk with parents about the importance of schools serving all students; share literature and research with them that reinforces this vision; help them realize how important their involvement is to the success of their child; listen to their responses and ideas; work together to achieve the school goals (Mathews, 1994; Wang, et al., 1995; Matluck, 1987; Cotton, 1995)

- Strive to make families feel welcome in the school by providing a variety of activities that suit different comfort levels (i.e., encourage parents to get involved as volunteer tutors, classroom assistants, school advocates, or fund-raisers) (Wilberg, 1995)
- Help parents understand the importance of working with their children on school activities; this will reinforce instruction taking place at school, and communicate to children that school is a priority in their lives
- Conduct vigorous outreach activities especially for traditionally underrepresented parent groups
- Recognize and accommodate for language and/or cultural diversity; invite families to choose a role in the school community that makes them most comfortable
- Make sure that expectations for student learning are clearly communicated to students and their families (CCSSO, 1990b)
- Build an inclusive school climate that fosters participation by all

Outside Support. Gaining the support of the outside community including businesses, social service agencies, and policymakers is crucial to the effort. Partnerships will enhance the school's service network and make serving all students a community mission. Keep in mind, however, that if outside support systems are shaky, start small (Williamson, 1994; Golomb & Hammeken, 1996). Some suggestions for partnerships are:

- Work with local businesses to involve community members in the school and its mission, and to put students in touch with their community resources
- Work with local social and health agencies to provide services and educate students and their families about pertinent issues
- Keep an "open door" policy in the school that invites community members and policymakers to become involved in the school and its mission

School Leadership. The principal's role in helping to bring about a new way of serving students is of utmost importance. The school principal should:

- Model the strategies he or she wishes staff to emulate
- Emphasize that learning is the most important reason for being in school (Cotton, 1995)
- Recruit teachers and hire staff members who will support the school's mission and contribute to its effectiveness (Cotton, 1995)
- Involve the entire staff in the planning and implementation of a learning-for-all mission (Cotton, 1995)
- Be actively involved in furthering the efforts of the school toward effectively serving all students and realize that the principal is commonly the key to a successful effort (Mathews, 1994; Lezotte, 1994)
- Fully support teachers and understand the demands that a learning-for-all mission places upon them (Williamson, 1994; Matluck, 1987)

Professional Development. Professional development for each teacher is another key component to every successful learning-for-all mission. For student learning to improve, teacher learning must also improve (Foxwell, 1993). The following list outlines recommendations for effective professional development.

- Provide significant and appropriate professional development opportunities that are consistent with the changes you wish to see the teachers emulate (CCSSO, 1990a; CCSSO, 1990b; Williamson, 1994)
- Work to make professional development a regular part of teachers' jobs, not a rushed activity that is tacked on to the end of the school day, or a one-day workshop that is expected to drastically alter teaching styles (Williamson, 1994; United States Department of Education [USDOE], 1995; Matluck, 1987)

- Train teachers to understand and address the diversity and special needs within their classroom walls; many students experience learning difficulties that stem from teachers' lack of understanding of student differences and knowledge of how to address them (Heron & Jorgensen, 1995; Barry, 1992)
- Give teachers sustained time for collective planning; they need time to work together, chances to learn from one another, and opportunities to celebrate success (Hilliard, 1991; Williamson, 1994).
- Realize that desired changes will not be evident over night
- Encourage teachers to collaborate and learn from one another effective instructional techniques for of all students (Mathews, 1994; Heron & Jorgensen, 1995; Williamson, 1994)
- Ensure that staff know how to access and use research that could further enhance their effectiveness in serving all students (Larke, 1992)

Curriculum. A well-organized curriculum that has continuity from grade to grade increases the likelihood that students will experience academic success. In making curricular decisions, schools can keep in mind the following:

- Guide curriculum decisions with the goal of student achievement, rather than the goal of covering content
- Select curriculum, texts, and instructional materials that support the school's effort to serve all students
- Align all levels of curriculum implementation—from teachers to district leadership—to ensure maximum learning and valid assessment of school effectiveness (Matluck, 1987)

School Climate. A positive school climate can contribute greatly to the success of all students. When students feel good about their school and what it represents, it will be reflected in the work they do each day. Of the many things schools can choose to do to improve climate, some suggestions are:

- Communicate to students through actions and words that respect of all persons in the school is not an option and that acts of cruelty, intolerance, or violence will not be accepted (Wilberg, 1995)
- Celebrate successes, both small and large, of achievement and behavior gains (Matluck, 1987)
- Provide opportunities for students to excel in their particular strength (Cotton, 1995)

Service Coordination. Coordinate the various services the school provides to children so that teachers, both regular and special education, are in constant communication with each other and are able to collaborate to best serve each student (Hilliard, 1991).

- Provide time for regular and special education teachers to meet and discuss specific students and overall instruction
- Allow teachers to integrate instruction so as to offer children streamlined, comprehensive learning experiences

Monitor Progress. Regular monitoring of the school's progress toward its goals will reveal areas in which the school has been successful and areas that need to be given more attention. This can be done by (Cotton, 1995):

- Collecting and summarizing information about student performance
- Checking alignment among tests, curriculum, and instruction
- Conducting schoolwide assessments of performance, morale, climate, and behavior

Guidelines For Instruction

The demands of teaching in today's classrooms cannot be overstated. To assist teachers in finding ideas that will help them maximize learning for all students, this section offers practical suggestions for daily instruction.

Adaptations. Under varying circumstances, all learners at one time or another benefit from adaptations in the normal learning situation. Such adaptations may be simple or complex, one-time or ongoing. They may involve the coordination of several educators, or just the teamwork of teacher and student. (Specific ideas for adaptations are given in the following section.)

Expectations. Expectations have profound affects on education outcomes for students of all levels and backgrounds.

- Create an atmosphere of expectation that says to students, "I won't threaten you, but I expect much of you" (Hilliard, 1991)
- Have high expectations for all students and believe all students can learn (high expectations alone will not ensure success for every student; teachers need to modify instruction, classroom organization, and environment when necessary) (Wilberg, 1995; Larke, 1992; Hilliard, 1991; Cotton, 1995)
- Realize that not all students will make progress at the same pace (Larke, 1992)

Sensitivity. With such a wide array of student needs represented in any classroom, it can be challenging to be sensitive to each and every one of them. Remember the following:

- Use gender- and culture-neutral language
- Use curriculum materials that portray people of different backgrounds, genders, and abilities in a positive light

- Be consistent and fair with discipline, making sure that any punishment is logically linked with the behavior and equitable across groups (Cotton, 1995)
- Be attentive to student interests, problems, and accomplishments both academically and socially (Center for National Origin, Race, & Sex Equity [CNORSE], 1996); students need to feel that teachers care about them unconditionally
- Establish rules that are clear and specific (Cotton, 1995)

Learning Influences. Acknowledge and understand how learning styles, cultural differences, intellectual ability, native language, and socioeconomic status are among the many factors that can affect the way in which students learn and the rate at which they learn (CCSSO, 1990b). Remember that it is the teacher who ultimately plays the role of mediating and transforming curriculum when representing learning content to students (Williamson, 1994).

Professional Development. Just as the school needs to be committed to the professional development of its staff, the teachers also need to take responsibility for furthering their knowledge and expertise. Their buy-in is critical to a successful effort. In addition to participating in school- or districtwide inservice activities, teachers can work in pairs or small groups on an ongoing basis to enhance their individual instructional techniques and classroom strategies.

Instructional Styles. Adjust instructional styles and classroom activities to meet different student needs. A variety of factors can affect the way in which students learn, including their cultural background, socioeconomic status, native language, intellectual capability, learning style preference, or physical disability (Heron & Jorgensen, 1995; Larke, 1992; Hilliard, 1991; Huber & Pewewardy, 1990; CCSSO, 1990b). Vary instructional approaches; try to

appeal to a wide variety of learning styles and preferences. Teachers need to be flexible, adaptive, and able to diversify in many ways (Wilberg, 1995; Heron & Jorgensen, 1995; Barry, 1992; Udvari-Solner, 1992).

The Classroom. When contemplating classroom design and environment consider the following:

- Does the classroom environment encourage all students to trust one another, to take risks, to share ideas, and to learn successfully (Sleeter & Grant, 1986)?
- Does the social environment in the classroom help students to develop the requisite skills and attitudes for effective cooperation (Sleeter & Grant, 1986)?
- Do classroom influences (daily routines, material organization, grouping arrangements, classroom layout, etc.) have the potential to interfere with instruction and student learning (Larke, 1992; Lucas & Thomas, 1990)?
- Are classroom activities decentralized to allow for more one-on-one instruction (Heron & Jorgensen, 1995)?
- Are days structured around learning activities instead of schedules and bells? Are schedules flexible? (Markavitch, 1994; Golomb & Hammeken, 1996)
- Does the classroom provide a learning environment that is stimulating and allows children appropriate amounts of concentration when needed?

Making Adaptations for Individual Learning

As previously noted, there are many times when an individual learner or group of learners can benefit from slight to detailed adaptations or modifications to the everyday learning structure. Many times, teachers make these changes without even realizing it. Sometimes, the changes require the intricate cooperation of a team of teachers, administrators, specialists, and parents. There also will be times when certain adaptations are not feasible for particular situations. In such cases, schools must do what is possible and reasonable, including the exploration of alternatives, to serve student needs. The following list details different instructional variables that can be manipulated to suit individual learner needs.

- **Learning objective:** Certain students may be helped by having personalized learning objectives that differ slightly from the whole-class learning objectives. For example, a specific lesson objective for the whole class may be mastery of an entire list of vocabulary words, but for certain students the lesson objective might be to master the same list with a little extra time.
- **Learning environment:** Classroom lighting, noise level, and visual stimulation can all be modified to suit learner needs. Portions of the classroom can be designed to afford students more or less of any of these variables as determined by student needs.
- **Learning assistance:** Students may require varying levels of instructional and/or physical assistance beyond what is typically provided by the classroom teacher. Such assistance can be given by peers, other school staff, or volunteers.

- **Instructional grouping arrangement:** Teachers can take advantage of a number of different grouping arrangements and tailor them to specific situations. Ideas for arrangements include: whole-class instruction, teacher-directed small group instruction, cooperative learning groups, student-directed small group instruction, and independent seat work.
- **Teaching format:** Lessons can be delivered using a variety of techniques, such as lecture and demonstration, whole-class discussion, games, simulations, role playing, presentations, and experiential-learning activities.
- **Instructional materials:** Instructional materials can be altered to be more manipulative, concrete, tangible, or simplified. They should be matched to students' learning and comprehension levels.
- **Classroom rules:** Some situations may require that certain classroom rules be modified in order to allow all students to successfully participate in a lesson or activity. For example, a rule might state that no talking is permitted during test taking, but a language-minority student might need an interpreter to successfully complete the test (Udvari-Solner, 1992).

Regardless of what adaptations may be used and what brought them about, a team approach and shared responsibility are crucial. Team members can include the special and regular education teacher, the principal, parents, tutors, school psychologists, and other parties who are relevant to a child's education (Udvari-Solner, 1992; Golomb & Hammeken, 1996).

What To Watch For: Potential Pitfalls

Successfully implementing a learning-for-all mission means understanding and preparing for potential problems that may arise. Some recommendations from the literature include:

- Realize that opposition will arise to almost any proposed change in a school; the less programs look like what people remember, the more likely they are to feel uncomfortable; if the community largely misunderstands or disagrees with what a school is doing, any improvement efforts will be difficult and may not succeed at all (Mathews, 1994; Markavitch, 1994)
- Work to fully engage all children in instruction; including them physically is not enough to make them truly feel part of the group (Heron & Jorgensen, 1995)
- Make changes to the school or classroom with students' interests as the priority, not the adults who work in the building (Lezotte, 1994)
- Ensure that classroom organization does not foster a dependency on teacher control; rather it should encourage self-control (Lucas & Thomas, 1990)
- Don't assume that beliefs and values about student differences can be changed with minimal or no training, and do not underestimate the influence teachers have on their students' self-esteem, or their social and moral values (Barry, 1992)
- Realize that generalized information and activities about student differences is of limited value and can actually foster stereotypes about groups of learners (Williamson, 1994)
- Use caution in implementing separate or different learning objectives for individual students. Though it may be helpful in certain situations, if used too much students may begin to feel isolated or segregated from the rest of the class; be cautious not to "overadapt" (Stainback, et al., 1996)

- Accept that there will be times when a student's needs may exceed available resources or technology; schools cannot do it all for every student (McDonnell, et al., 1997)
- Understand that sometimes effective practices for particular students will be at odds with curriculum and instruction available (McDonnell, et al., 1997)

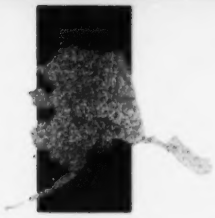
Conclusions

Much can be said about serving all students. Volumes can be written. Discussions can be endless, but one thing is certain: As society continues to diversify, so do students. Though responding to these changes can seem overwhelming at best and downright frustrating at worst, they are nonetheless reality—a reality educators see everyday.

There is no quick formula for schools to use as they contemplate what can be done to offer all students a top-notch education. What works in one school may flop in another. Many variables—some controllable, some uncontrollable—contribute to the success of any school improvement effort. In the end, it is up to each school to determine what the best route is.

THE NORTHWEST SAMPLER

On the following pages are descriptions of eight school or district programs that exemplify strong efforts to serve all students. Though the programs are all different in focus and scope, they all share one common, unwritten goal: "Go the extra mile to serve each and every student." The school programs described are located in Alaska, Idaho, Montana, Oregon, and Washington. All have identified a specific need in their school or district and have responded to the need by creating or adopting programs that target learning for all. They are just a few of the many excellent programs found in the region and throughout the country. Some have been in existence for several years, while others are fledgling efforts. Included for each site is location and contact information, observed outcomes as a result of the program, a description of the program, and tips directly from these educators for others looking to implement similar changes in their schools.



Multisensory Teaching Approach to Reading (MTA)

Program Location

Chugach School District
165 E. 56th Avenue, Suite D
Anchorage, AK 99518

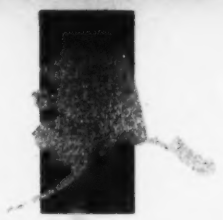
Contact

Betty Sue Crain, Reading Facilitator
for Chugach School District
Phone: 907/522-7400
Fax: 907/522-3399

Description

With the realization that many students in the Chugach School District seemed to be having literacy-related difficulties, the district took an aggressive approach toward the instruction of reading. (An assessment indicated that 98 percent of students in the district were not reading at grade level.) A summer 1996 inservice that was attended by all K-12 teachers focused on reading instruction strategies that promote phonemic awareness as well as two other vital components in the reading process—fluency and comprehension. In addition, the entire district adopted the Multisensory Approach to Reading (MTA), based on the Orton-Gillingham method of teaching reading (a method based on phonetics but emphasizing auditory, visual, and kinesthetic learning styles).

In the fall of 1996, armed with new instructional awareness and this new approach to teaching literacy, district educators began



to address the decoding skills that were deficient in a majority of the students. Using MTA as a part of each classroom has provided instruction on the structure of the English language in an organized and scientific approach. It is designed to enable students to master and retain material presented through a process of discovery, learning, introduction, review, practice, and evaluation.

All K-12 students participate in the program regardless of their reading level. At the beginning of the school year, all students are assessed in their reading skills, then a student reading profile is made for each student. This provides every student with a plan of action for reading improvement. Many secondary teachers are especially excited about the program because they have strategies to intervene when they see students struggling. At the high school level, the information is presented in a class called linguistics. The etymology of words, dictionary skills, spelling, promoting a love of the English language, and learning from those who are language experts are all part of the plan for developing proficiency in receptive as well as expressive language. Eventually, the district hopes that the program will only be needed in the elementary grades.

There is a great deal of accountability involved in this reading plan due to various state and district standards and assessments. The presentation of the material may look different in each class, but the process remains the same. Instruction begins with focus on the structure of the language and gradually moves toward reading. The program provides students with immediate assessment, a predictable sequence, and ties in writing, reading, and spelling. Students like it because teachers promise them that they will never be asked to do anything they haven't been taught.

For further information about adapting the MTA program to your school, please contact:

Edmar Ed. Associates Edith Hogan or Margaret Smith
Coauthors of MTA
P.O. Box 2
Forney, TX 75126

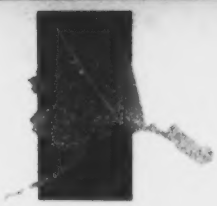
Jamie Williams
Chairman, Academic Language Therapist Program
Southern Methodist University
3328 Stanford
Dallas, TX 99508

Keys to Success

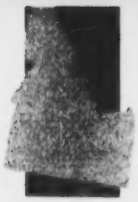
- Teachers must support the program in order for it to be implemented with success
- Administration must support the program
- The district needs to provide training and support for teachers
- All district educators must be committed to a prescription for improvement based on a successful method of addressing problems in reading

Observed Outcomes

- Students are able to use an organized strategy for attacking words with MTA, and do not have to rely solely upon memorization
- Standardized test scores have risen 33 percent
- MTA has raised the level of awareness that teachers and parents have of the reading process



- With MTA, a plan is in place to address specific aspects of reading difficulties
- Children are comfortable with this program because they are promised they will not be asked to do anything they have not been taught
- The use of MTA has created opportunities for students and teachers alike to have an in depth understanding of the English language



Commitment to Inclusion at McGhee

Program Location

McGhee Elementary School
636 Warner Avenue
Lewiston, ID 83501

Contact

Mike Grubbs, Principal
Paula Grillo, Special Education Teacher
Phone: 208/743-5991

Description

Several years ago the Lewiston School District looked at compliance with "least restrictive environment" legislation which stemmed from the Individuals with Disabilities Education Act (IDEA). This was done in a effort to ensure that the district was serving kids in the environment best suited to meet their individual needs. Teachers were asked to examine their practices of serving students through pull-out programs. They were then asked to begin eliminating the use of such programs and to instead serve all students as much as possible in regular classrooms. From this evolved the district's policy of inclusion.

At McGhee, all students, regardless of their mental or physical ability, spend their days in a mainstream classroom. They are removed only if they are in need of services that don't lend themselves to a regular classroom setting, such as physical therapy, speech therapy, diapering, or tube feeding.

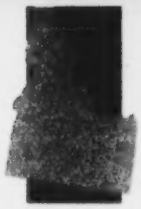
Since the implementation of this policy, evidence of inclusion is everywhere. With a glimpse into any of McGhee's 15 classrooms,

a visitor may see a child with a severe disability, such as cerebral palsy, bound to a wheel chair yet participating to the fullest in all classroom events. The person would also see other students interacting naturally with the disabled student. What the person might not see is the way students feel about their disabled peers—to them disabilities aren't really an issue. In most of their minds, a disabled kid is just another kid, who maybe has to tackle learning a little differently than most.

At McGhee, inclusion is a way of life. Whether students have severe physical disabilities, attention deficit disorder, are autistic, dyslexic, or suffer from any other host of learning limitations, they are incorporated fully into school. While this is no easy feat for the educators at McGhee, they feel that it is the best way to effectively provide all students with a quality education. Paula Grillo, the special education teacher who coordinates the inclusion program at McGhee, refers to the process as "organized chaos." However, she also asserts that with the support of teachers, administrators, and the school board, the program is rewarding for teachers and students.

Coordination between the principal, regular teachers, special education teachers, and special education assistants is key to the success of inclusion at McGhee. The district has provided its educators with numerous inservice activities that have helped them make the transition to inclusion.

The main goal behind the inclusion policy at McGhee is to treat all students with dignity. Inclusion helps students to understand that everyone must be respected and welcomed into the school and community. Inclusion continually presents students, teachers, and administrators at McGhee with many opportunities for reaching out and helping other people. The practice has helped to strengthen the entire school as kids have learned to help each other with real problems.

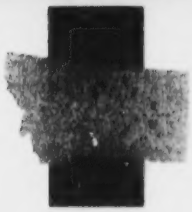


Keys to Success

- All staff members should be dedicated to the inclusion concept and be willing to cooperate with the changes that implementation will require
- Collaboration between special education and regular education staff is imperative
- There must be adequate, ongoing support services provided in the classroom
- All staff should support an educational philosophy which emphasizes the value of quality education for all students
- A spirit of optimism, flexibility, enthusiasm, and an ability to effectively solve problems should permeate the school

Observed Outcomes

- Students demonstrate an increased sense of respect for all, regardless of difference
- Entire classrooms benefit from implementation of new instructional techniques and the presence of support staff that accompany inclusion; although a specific technique may be implemented with one student or a small group of students in mind, teachers often report that the technique benefited others as well
- Inclusion has helped staff focus upon students' abilities and potential, rather than on disabilities and limitations



Title I Family Growth Program

Program Location

Great Falls Public Schools
Largent Literacy Center
915 1st Avenue South
Great Falls, MT 59404

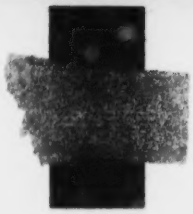
Contact

Ann Bartell, Program Supervisor
Phone: 406/791-2276
Fax: 406/791-2277

Description

The primary goal of the Family Growth Program in the Great Falls School District is to promote the academic achievement of all students. They believe the best predictor of success in school and life is a family's ability to provide their children with the ways and means to learn and lead a successful life. By providing the family with parenting information, a resource room in the school, and referral assistance to needed community resources, the district feels that children will have more opportunities to get the support they need to succeed in school. The Family Growth Program serves families in Title I schoolwide programs in schools with a poverty rating of 50-85 percent based on the number of students qualified to receive free or reduced lunch.

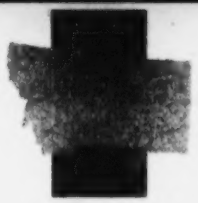
The district holds the philosophy that they enroll entire families, not just individual students. To fully serve each family, they strive to avoid judging families, and instead work with them to make each child's education the best it can be. With this in mind



the Family Growth Program was started. The three components of the program are:

1. **Parenting Activities**: Parenting activities consist of classes and workshops geared specifically toward parents. They include cooking classes taught by professionals from the county extension offices, crafts classes, child-care training, family fun nights, and lunch-bunch programs.
2. **Family Resource Center**: The family resource center is designed to provide parents with resources that help them understand their children better, acquire new parenting skills, and connect them with community assistance. The resource center contains materials including a VCR, telephone, daily newspaper, parenting magazines, and resource books.
3. **Home and Family Visits**: Home and family visits are scheduled with parents whose children are achieving below the 40th percentile on standardized tests and who are achieving below grade level. The goal is to schedule five or more visits with each family at the home, school, workplace, or other location most convenient for the parent(s). Parent involvement aides conduct the visits. They bring game-centered activities based on skills the children need to practice as determined by the classroom teacher, Title I literacy teacher, or math tutor.

The Family Growth Program could not succeed if were not for the parent aides who run it. They coordinate, and often teach the parenting classes, staff the family resource center; and conduct all of the home visits. The aides also coordinate much of their work with the classroom teachers. Some are individuals who have been in the same situations as the families they assist. Though they do not necessarily hold any advanced degrees, they are trained by district professionals and receive continual inservice training and development. The program also has a parent involvement coordinator and a supervisor who monitors it.



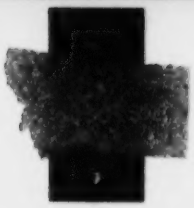
Support for the program comes mainly from Title I funds that are matched by the district.

Keys to Success

- Involved staff, whether paid or volunteer, must be qualified and dedicated to supporting and serving families
- Involved staff must be energetic, flexible, and able to work with school personnel as well as families
- Collaboration with community services is key to successfully serving family needs
- Family services are enhanced when coordinated with schoolwide goals and processes
- A room should be provided for the family resource center near the main office, in the main traffic path
- The resource center should be provided (through grants or other means) with a variety of materials that can empower parents to be more involved with their children's lives in positive, caring ways

Observed Outcomes

- The number of parents using the center and attending parent/family activities increases yearly
- The number of referrals to community services and agencies serving families has increased
- Parents positively evaluate provided activities and home visits
- Requests for services, materials, and activities by parents have increased
- Principals and teachers positively evaluate the Family Growth Program and endorse it through increased referrals for family visits



Open Doors, Open Classrooms, Open Minds

Program Location

Washington Elementary School
1044 Cook Avenue
Billings, MT 59102

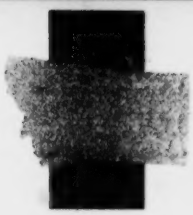
Contact

Gail Surwill, Principal
Phone: 406/255-3885
Fax: 406/255-3629

Description

As a schoolwide Title I site, Washington Elementary School in Billings, Montana, serves a variety of students with a variety of needs. The philosophy at Washington Elementary is, "All children can learn to love to learn through open doors, open classrooms, and open minds." To ensure that this philosophy truly guides the work of everyone there, the school offers a host of extra educational programs that are intended to bolster learning-for-all students. In addition to regular daily education, 15 other educational programs and activities are available to students and their parents. At any one time, most students are involved in several of the school's extra programs. Some programs enlist schoolwide participation, while others are targeted at a specific age group. Below is a listing of the programs and a brief description of each.

- **D.E.A.R. (Drop Everything And Read):** Students and teachers begin each day by reading for 15 minutes. Students select their own reading materials. Teachers may also choose to read aloud to students.



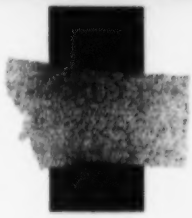
- **HOSTS (Help One Student To Succeed):** Two or three community mentors work one-on-one with students for 30 minutes a day Tuesday through Thursday. Materials are prepared for individual students by the Title I teacher.
- **Literacy Center:** Primary-aged students spend 30 minutes each week in the library with the librarian and teacher participating in flannel board stories, readers theater, or interactive stories on the computer.
- **Reading Take-Home Activities:** The school's Family Center is open each day for parents to check out videos, books, and other materials that will help parents deal with issues that address their children. The Family Center is staffed by a trained parent.
- **Buddy Room:** Primary classrooms are paired with an intermediate classroom and the older students work as peer tutors for the year. They get together weekly or bimonthly for educational activities.
- **Problem of the Day:** This is a daily warm-up activity to stimulate the students' problem-solving and computation skills. It can be a small-group or whole-class activity, and is done during the first 15 minutes of every math lesson.
- **Early-Morning Math Lab:** Teachers select up to 12 students per grade who need additional help in math to attend Math Lab from 8:00-8:25 a.m. Each month a different grade level attends. Students use conceptual games, computer programs, and hands-on activities to enhance their math abilities. The lab is held four days per week and is staffed by a Title I teacher and an assistant.
- **Classroom Impacting:** Title I specialists are in each classroom for one hour per day to help assess students' reading or math status, administer appropriate interventions, monitor students' success in the classroom, and measure students' outcomes during and after interventions.

- **Option II**: Students with special interests meet under the direction of a teacher and carry out independent projects.
- **Computers for Families**: After attending a family training, 15 families take home computers equipped with educational software to use as their own for a period of five weeks.
- **Schoolwide Immersion**: Schoolwide themes are determined by staff and implemented using multiple-intelligence activities. Schoolwide celebrations, presentations to parents, and culminating activities enable students to share their successes.
- **High School Mentorship**: High school students work with elementary students either one-on-one or in small groups under the direction of teachers for one hour per week.
- **Preservice Teacher Opportunities**: College students (about 50 per semester) practice their skills and new educational activities in real-life situations with students.
- **Parental Component**: Educational opportunities for parents enable them to enhance their children's success and include MegaSkills training, active parenting, family fun night, and assorted materials that address parenting needs.
- **Staff Development Component**: Regular opportunities are provided for staff to address the educational needs of students, to study current research and practices, and to facilitate reflective thinking.

Though the above list might seem to be overly ambitious in some schools, it is everyday business at Washington Elementary. The entire faculty is committed to the effort, and the parents and surrounding community have become involved in the school as well.

Keys to Success

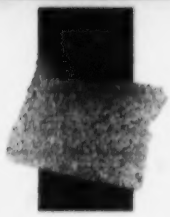
- Make sure the schedule allows time for teacher collaboration every week



- Celebrate successes frequently
- Make provisions for school staff to research, discuss, debate, and work on change together
- Place students' needs in at the forefront of school activities
- Seek staff members that have a sincere, true belief that all students can and will succeed

Observed Outcomes

- School climate is warm and welcoming; students love to be at school
- Parents visit and participate more
- Student achievement in skills is improving
- Collegiality is apparent—the staff is there for one another for support, collaboration, and cooperation



The Senior Project

Program Location

North Salem High School
765 14th Street NE
Salem, OR 97301

Contact

Ken Hansen or Laurie Baird
Phone: 503/399-3241
Fax: 503/375-7808

Description

Twelfth grade is not finished for any student at North Salem High School in Salem, Oregon, until they have completed the Senior Project. In addition to state and district graduation requirements, the Senior Project is the capstone experience that allows students to use a vast array of skills they have acquired throughout their education. The project is an extensive, semester-long endeavor that consists of three phases. They are: the research paper, the development of a product or performance that pertains to the research paper, and an oral presentation based on the research paper and the product delivered to a panel of judges and other students. The phases of the project are detailed below.

The Research Paper. The paper provides important background knowledge for the product and presentation phases of the Senior Project.

- The research paper may be written on any subject; students choose their own topics
- It must be completed on time and in an acceptable form

- The paper is evaluated by a panel of outside judges
- Students are encouraged to include primary sources in their research (such as interviews with local experts or self-generated surveys and polls)

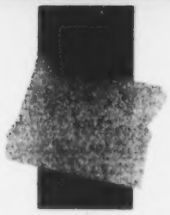
The Product or Performance. This stage requires students to create some product that applies the knowledge gained during the research stage.

- The product or performance must be done on time
- It must be challenging enough to require at least 15 hours of independent work—guided and verified by a mentor with expertise in the area
- Products can be tangible, such as a refurbished piece of furniture or equipment
- They may also be less tangible, such as tutoring an individual or teaching a class

The Presentation. The presentation is the final stage of the Senior Project. It is the culmination not only of a full semester's work, but the final requirement needed to complete 12 years of education.

- Students must deliver their presentations before a selected panel of community and faculty judges (a group of their peers will also be present)
- The presentation must be eight to 10 minutes long
- The focus of the speech is the Senior Project experience
- Students must be able to answer any questions judges may have

English teachers at North Salem are charged with preparing students for and guiding them through the Senior Project. They also are responsible for recruiting and training judges who participate in the project. Much of curriculum in 12th grade English is geared toward the Senior Project. Teachers assist students in all aspects of the project. They provide information on effective



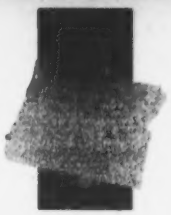
research writing techniques and library search strategies connect them with experts to guide the work of their products, provide examples of presentations, and listen to them practice their presentations. Because the English teachers are so intensely involved with the seniors and their projects, they do not participate in judging at any phase.

What is especially striking about the Senior Project is its inclusiveness. Regardless of ability level, all students are expected to complete it. The standard is not lowered for anyone. This is not to say that it doesn't take some students longer, or that teachers don't assist some more than others. Staff has arranged translators to convert research papers to English just to ensure the successful completion of a project. Their goal is for every student, not just the majority, to successfully complete all three phases of the project. With the full support of the community, the success rate of the project has been extremely high. In the two years that the Senior Project has been a graduation requirement, only one of 470 students has failed to pass it.

For further information about adopting the Senior Project, contact Carleen Osher or Jane Summers of Far West Edge at 541/770-9483.

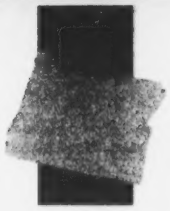
Keys to Success

- Enlist the support of parents and the rest of the community
- Communicate critical dates and requirements to all parents and students
- Designate a community coordinator to find judges and mentors, and to maintain document files; this person may be hired from outside the school; he or she can be a teacher who is released for one period per day
- Ensure support and participation from the staff



Observed Outcomes

- The Senior Project makes students accountable for their learning, and it makes the school accountable to the public
- Students experience a deep sense of unity and pride as they work together to accomplish the goals of the Senior Project
- The project helps to strengthen school-community relations as community members become involved with North Salem seniors in a meaningful way as resources and mentors
- Students stay involved in productive learning right up to the last day of school
- Students begin to recognize the resources and job opportunities available in their community



Algebra For All

Program Location

McKay High School
2440 Lancaster Drive NE
Salem, OR 97305-1292

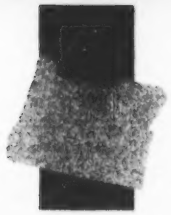
Contact

Rey Mayoral, Principal
Phone: 503/399-3080
Fax: 503/375-7807

Description

A theme common in today's popular press and professional journals is the need to increase standards of student performance in America's schools. Mathematics skills in particular are often the focus of attention. The Goals 2000: Educate America Act states that by the year 2000, U.S. students will be first in the world in mathematics and science achievement. At McKay High School in Salem, Oregon, all students are required, with the exception of those with notable disabilities, to complete at least one year of high school algebra in order to graduate.

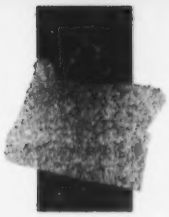
This effort, known as "Algebra For All," was approved by the school board in April 1996. Beginning this year, all ninth-graders must take algebra. There are three different ways students can take algebra. These include:



1. **Algebra I Theory**: This is a traditional year-long class, grounded in a strong understanding of theory. It covers all the topics of regular first-year courses, using formal definitions and structure during instruction, taught in one year. Students in this class are freshman who come from middle school pre-algebra courses with a grade of A, B, or C, or they come from general math courses with a grade of A or B.
2. **Algebra/Science/Technology (AST) Block**: In this year-long, two-period block class reserved for freshman, physical science, computer technology, and algebra are presented as an integrated course. The sequence of math topics are rearranged to support the sequence of the science curriculum. More time is spent in teaching prerequisite skills in the AST block than in Algebra I Theory. Students are taught the remaining half of the Algebra I Theory curriculum in a free-standing, year-long course during the sophomore year.
3. **Algebra IA**: The class covers the same amount of topics and in the same time frame as the AST block. It is reserved for 10th-, 11th-, and 12th-grade students who were unable to take the course during their freshman year. It is taught as a stand-alone course.

Regardless of what algebra class they take, students receive the same math credit. The Salem-Keizer School District, which McKay is part of, requires all students to complete four semesters of math before graduating. The student who chooses not to take math beyond the minimum four semesters will have studied all of the topics of a first-year algebra text prior to graduation, thus making a full-year course in Algebra I the minimum standard.

There are several reasons why McKay has adopted Algebra For All. To begin with, many students were not challenging themselves in math. The school wanted to make algebra the basic



math course that all others would be built upon. "Algebra," states McKay Principal Rey Mayoral, "leads to higher-level thinking skills and is a gateway to classes at colleges and universities." It also empowers students to take on more advanced math coursework. McKay educators also felt it important that students take algebra early in their high school career, to avoid putting it off until it becomes too late and to keep themselves open to further challenges.

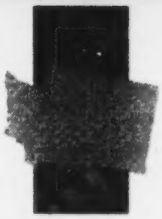
The key component to the success of Algebra For All is, of course, the teachers and administrators who implement the program. Without their commitment to the program, there is little chance it would work. Teacher inservice was provided through several half days of staff development time to develop scope and sequence, to coordinate the freshman version of the course with science (science teachers joined math teachers), and to go through a formal adoption to select a text.

Keys to Success

- Include all staff (all subjects), parents, and staff from feeder middle schools in discussions about programs such as Algebra For All; invite them to give you feedback about their concerns and suggestions
- Obtain the unanimous support of the program from math staff
- Provide ample time for staff development; in order for all students to meet higher expectations, teachers will have to be prepared to teach using a variety of instructional methods, and to support students academically and emotionally
- Provide tutoring time for students who need help beyond regular class time

Observed Outcomes

- There has been a decrease in the school's overall math failure rate
- Teachers have observed an improvement in the self-esteem of students
- More students have been encouraged to perform to higher academic levels, which has resulted in an overall atmosphere of academic rigor
- The number of students registering for higher-level math courses has increased substantially
- The number of students registering for advanced, accelerated, and advanced placement courses has increased



A Caring Community Ensures Student Success (ACCESS)

Program Location

Sunnycrest Elementary School
24629 42nd Avenue South
Kent, WA 98032

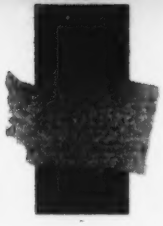
Contact

Mary Miles, Teacher
Phone: 253/945-4100
Fax: 253/945-4141

Description

When military housing in the Seattle area became available for purchase about six years ago, two local agencies, South King County Multi-Services and Catholic Community Service, leased 22 units. The housing was set aside exclusively for homeless families. Eight of the units were reserved for long-term stays (up to two years), and are managed by Catholic Community Services. Fourteen units, managed by South King County Multi-Services, were reserved for short-term stays (three to five weeks).

The initial knowledge that there would be a substantial homeless population in the community and schools concerned many in Kent. They were unsure how this would impact students already attending in the district, and wanted to be as prepared for this new group of students as possible. After several school-community meetings, the district pursued a special setting for the homeless students that would gently ease them into the routine of schooling, and that could meet some of their unique emo-

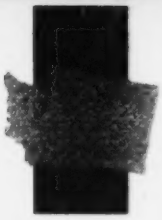


tional and material needs. What resulted was ACCESS (A Caring Community Ensures Student Success).

The ACCESS classroom is located at Sunnycrest Elementary School. It is run by a certified teacher and a full-time teaching assistant. The program is supported by district and Title I funds. All children in the program are bused to school each day. The primary intent of the ACCESS classroom is to take care of the children's initial needs so they can be successful in a regular classroom setting. This can mean getting them necessary books, setting them up on breakfast and lunch plans, getting them clothing, or fulfilling health needs such as eye glasses. They are also screened to determine their reading and math levels. ACCESS instruction is individualized for each student. Among many other things, ACCESS teachers emphasize the importance of education as a way to break the cycle of poverty prevalent for most of the children.

After seven to 10 days in the ACCESS classroom, students are reviewed by the ACCESS teacher and other school staff to determine whether or not they should be mainstreamed into a regular classroom. The program is not meant to be a long-term placement for any student. However, for as long as children are in the school, the ACCESS teacher will have contact with them and their families. Students that are in the school on a long-term basis are also matched with a part-time family service worker who connects regularly with them and their families.

About 100 students go through the ACCESS program each year. Generally, there are eight to 12 students in the class at any given time. Most ACCESS students are eager to learn and be in school, but are performing below grade level. In all likelihood, this is due to the fact that the majority of them have been in more than 10 schools by grade four. Many have spent more time out of school than in it. Because their lives are often filled with the



stress and chaos commonly faced by adults, they tend to be more mature than other children of similar age. It is also probable that these children have never been able to establish any lasting friendships because of the high mobility of their families.

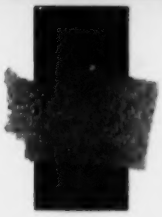
Meeting the needs of such unique children could not be done without the strong support of the surrounding community, which has adjusted well to the presence of the homeless families. Each year community members contribute countless amounts of school supplies, stuffed animals, Christmas gifts, books, and other materials to the children in the ACCESS room. They want to ensure that these children have a positive experience, even if they are only in the community for a short period of time.

Keys to Success

- Supply children's basic needs—meals, school supplies, and clothing—so that they are able to concentrate on academic work
- Set a predictable schedule and clear expectations
- Make sure the students meet other adults in the school building such as the principal, other teachers, aides, and librarians
- Let students stay in the transitional class as long as they need to; this will help them feel secure in the new environment
- When placing children, try to put them at levels that will challenge but not frustrate them

Observed Outcomes

- Children's self-confidence grows quickly
- Within a short time, academic levels increase
- Children who were "shell-shocked" as a result of their lifestyle become much more excited about life



Secondary Transitional Bilingual Program

Program Location

Pasco School District
CL Booth Building
1215 W. Lewis
Pasco, WA 99301-2796

Contact

Maria Elena Garcia
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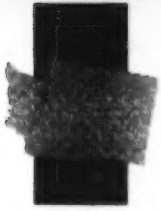
Description

In the Pasco, Washington, School District there is a common educational philosophy that pervades at each school. The philosophy is that every student will receive certificated instruction all day (without initial instruction from teacher aides), in a language they understand. In the high school alone, more than one-half of the student population come from homes where English is not the primary language. To serve this diverse group of students, the district built upon an already existing program that is known as the Transitional Bilingual Program. It is rooted in district educational philosophy, and it is available to all students in grades K-12.

The program is based upon research that indicates students become proficient in English much faster if they first become strong in their primary language. The Transitional Bilingual Program at the secondary level (students in grades 6-12) first provides limited-English-speaking students with instruction



in their native language, and gradually transitions them to English instruction. Students are placed in the program based on their level of English-language proficiency. Most students in the program begin with content area instruction (courses such as math, science, and social studies) delivered to them in their native language only, and have two hours of English as a Second Language (ESL) class. As they progress, English in content-area courses is increased using sheltered-English teaching strategies. They advance through five language levels before they are incorporated fully into mainstream classes.

The majority of the program is funded with basic education dollars instead of relying on federal and state bilingual dollars. The district's goal is for 100 percent of its teaching staff to be trained in instructional practices consistent with bilingual education. Through intensive staff development that trains teachers in sheltered-English methods, cross-cultural communication, and ESL strategies, the district ensures that its educators are able to effectively serve this diverse student population.

Overall, the program has proven successful for students and the community in general. It has worked so well, in fact, that the district is now host to many visitors throughout the year who are looking to implement similar programs in their schools.

Keys to Success

- An intensive staff development program which includes administrators is necessary
- Basic education dollars should be used to provide core curriculum so that categorical funding can be used for supplemental support services, such as materials and added personnel

- The administration must support the philosophy of primary language instruction in order for it to be pervasive throughout the district
- There must be a comprehensive, detailed approach to the placement and monitoring of students

Observed Outcomes

- Since the implementation of the program seven years ago, the graduation rate for linguistically diverse students has increased significantly
- Standardized test scores have risen
- More out-of-school youth are returning to complete their educations at Pasco; the district has become a sort of magnet for LEP students because they know their unique needs will be met
- Students feel successful in school and experience a sense of empowerment as a result of the program

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